

EYFS CURRICULUM MAP – Knowledge Progression

Communication & Language (C&L)
Personal, Social & Emotional Development (PSED)
Physical Development (PD)
Literacy (L)
Maths (M)
Understanding The World (UTW)
Expressive Arts & Design (EA&D)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle A	Me in my World	Let's Celebrate!	London (D&T / forces -N) (History – R)	N & R - I am Amazing!	N- Sunshine and Flowers R World Explorers	N –All Creatures great and small R - All Aboard!
Cycle B	Me and My Family	Let's celebrate!	London (D&T / forces -N) (History – R)	N Sunshine and Sunflowers R I am Amazing!	N & R World Explorers	N - All Creatures great and small R -All aboard!

Cycle A	1	2	3	4	5	6
Theme	Heroes	Let's Celebrate!	London	I am Amazing!	N - Sunshine and Flowers R – World Explorers	N- All creatures Great and Small All Aboard! (Boats) Reception
Links to next Learning (Y1)	Children's interests	Year 1 Celebrating Special Times RE	Year 1 Capital Cities Geography	Year 1 Humans Science	N - Year 1 Plants Science R – Year 2 Continents	N – Year 1 Animals Science R - Year 1 Transport & Significant Explorers History
Curriculum Drivers	<ul style="list-style-type: none"> ● <u>Diversity & Inclusion</u> – Class texts (Superhero Like You/A Superhero like me - visitors that come into school or a class trip into our local community – look at how we can all be a hero. ● <u>Ambition</u> – Real heroes visit school. ● <u>Relationships</u> – Looking at how some real-life heroes help others in our community – the role of volunteers and charities. <p>Reception Questions</p> <p><u>Diversity & Inclusion</u> – What makes somebody a hero? Who is a hero? <u>Ambition</u> – What occupations/jobs do you think are heroes? <u>Relationships</u> – What is a volunteer? What is a charity?</p>	<ul style="list-style-type: none"> ● <u>Diversity & Inclusion</u> – Class texts (The best Diwali Ever, Little Glow) - Different cultural celebrations and traditions and understanding that we are not all the same. ● <u>Ambition</u> - To have a greater understanding about different cultural celebrations ● <u>Relationships</u> – Celebrating with others / look at festivals such as Harvest Festival, Christmas & Diwali focus on sharing time with loved ones and giving to others - Remembrance Day looks at sacrifices people have made in wars. 	<ul style="list-style-type: none"> ● <u>Diversity & Inclusion</u> – Aware that we are citizens of a wider community beyond home and school and we are respectful of all ● <u>Ambition</u> - Look at iconic professions linked to London, such as The Royals, Beefeaters, tour guide, Harrods sales assistant. Want to visit London one day. Living outside of Mickleover. ● <u>Relationships</u> – Knowing that there is a royal family and who is in it and how it is similar and different to their own family 	<ul style="list-style-type: none"> ● <u>Diversity & Inclusion</u> – know that we all have things that are similar and things that are unique about our minds and bodies. ● <u>Ambition</u> – know the importance of looking after ourselves to be the healthiest we can be. Having self-discipline ● <u>Relationships</u> – Know how to help others achieve a healthy mind and body. 	<ul style="list-style-type: none"> ● <u>Diversity & Inclusion</u> – N- Looking after our world / environment thinking about living things - plants R – Knowing that people from different countries may have different beliefs, traditions and live differently but that this makes the world a more interesting places to live ● <u>Ambition</u> – N- Respecting the world around us and caring for the living environment and animals – Saving Mr Hoot, anyone can be a vet / work with animals – Occupations linked to animals, such as a Vet, Veterinary Nurse or Farmer. R – To travel around the world / go on an aeroplane / Experience different cultures. 	<ul style="list-style-type: none"> ● <u>Diversity & Inclusion</u> – N – Why pets are part of the family N - What the ladybird heard - everyone's ideas are worthwhile. R - How can we make sure everyone be included? ● <u>Ambition</u> – N- working with animals e.g. vet R - What occupations/jobs are there that are linked to the sea or water? (marine biologist, aquatic veterinarian, marine engineer & Captain) ● <u>Relationships</u> - N- Empathy for animals and living things R - How can we make sure we are being a kind friend who

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	<p>Nursery Questions <u>Relationships</u> – How can we be a good friend to others? Why is it important to have friends? <u>Ambition</u> - What would you like to do when you are older? How might you be a hero? <u>Diversity & Inclusion</u> - How can we include others in our play and conversations?</p>				<p>Careers within the travel industry and abroad (pilot, air hostess (parent?))</p> <ul style="list-style-type: none"> ● <u>Relationships</u> – N-Turn taking – Relationships with animals and living things. R - Have the courage to form relationships with others from different places and cultures 	<p>shares? Linked to sharing a shell. Rainbow Fish making friends.</p>
Dates / events	<ul style="list-style-type: none"> ● Black history Month (Oct) ● World mental health day (10th Oct) ● Diwali (falls in the holidays) (31st Oct) ● Halloween (falls in the holidays) (31st Oct) 	<ul style="list-style-type: none"> ● Halloween (previous) ● Diwali (previous) ● Bonfire Night (5th Nov) ● Remembrance Day (11th Nov) ● Anti-bullying Week (11-15th Nov) ● Christmas ● New Year 	<ul style="list-style-type: none"> ● Chinese New Year 2(9th Jan) ● Safer Internet Day (11th Feb) ● 	<ul style="list-style-type: none"> ● World Book Day (6th March) ● Science week (7-16th March) ● Holi (16th March) ● 	<ul style="list-style-type: none"> ● Mental Health Awareness Week ((May) 	<ul style="list-style-type: none"> ●
Hooks and Magical Moments	<ul style="list-style-type: none"> ● Tour of the school and meet the staff – occupations. ● Special visitor (parent?) from our local community. ● Police/Paramedic visit with vehicle. ● Visit a place in our local community to meet people who help us in our community. 	<ul style="list-style-type: none"> ● N - Big Finish - It's Teddy's birthday can we arrange a party for him/her? Children to plan everything we need – decorations, invites, food, present. ● Christmas production <p>Reception</p> <ul style="list-style-type: none"> ● Come to a party dressed up. ● Christmas Production. ● Visit to Church for Harvest Festival. 	<ul style="list-style-type: none"> ● A tour on an imaginary big red bus to see the sights of London. 	<ul style="list-style-type: none"> ● The tooth fairy visits ● Trying different foods ● PE day / Team activities ● Teeth brushing in school. 	<p>Nursery</p> <ul style="list-style-type: none"> ● Packets of seeds and seedlings arrive from Percy the Park keeper <p>Reception</p> <ul style="list-style-type: none"> ● Aeroplane tickets arrive for the children to travel abroad. 	<p>Nursery</p> <ul style="list-style-type: none"> ● A visit from Animal club / zoo lab ● Visit a farm. ● Hens for hire. <p>Reception</p> <ul style="list-style-type: none"> ● An indoor beach ● A pirate treasure map ● A message in a bottle ● Pirate training day
Role Play	<ul style="list-style-type: none"> ● Doctors Surgery / Hospital / Ambulance / Police Station 	Party Zone for dressing up / Party shop	London Street / The underground / The London skyline / Beefeater looking after crown jewels / Buckingham Palace	Dentist / Healthy café / Gym	<p>N – Garden Centre</p> <p>R – Travel Agents / aeroplane</p>	<p>N - Vet Surgery / farm</p> <p>R -Pirate Ship / Under the Sea / Indoor Beach</p>
Key Texts	<p>Starting School/Baseline:</p> <ul style="list-style-type: none"> ● Little hedgehog's big day – Heidi Howarth ● Shy Little Lion – Gemma Carey & Delia Ciecarelli ● The Lion Inside – Rachel Bright & Jim Field ● All are welcome – Alexandra Penfold ● I am absolutely too small for school – Lauren Child ● Splat the Cat - Roc Scotton ● Don't eat the Teacher – Nick Ward ● The Very Hungry Worry Monsters – Lara Ede ● The Colour Monster – Anna Llenas 	<p>Nursery</p> <ul style="list-style-type: none"> ● Meg and Mog Helen Nicoll & Jan Pienkowski ● Room on the Broom Julia Donaldson ● Little Glow - Katie Sahota ● Kipper's Birthday – Mick Inkpen ● Dragon Dance – Joan Holub <p>Reception</p> <ul style="list-style-type: none"> ● Funny Bones ● Little Red Hen (Harvest) ● The Best Diwali Ever - Sonali Shah ● Cleversticks – Bernard Ashley 	<p>Nursery</p> <ul style="list-style-type: none"> ● We Completely Must Go To London – Charlie and Lola Series - Lauren Child ● The Queen's Hat Steve Antony ● Peppa goes to London ● A walk in London by Salvatore Rubbino <p>Reception</p> <ul style="list-style-type: none"> ● 'Queen Elizabeth: A Platinum Jubilee Celebration' ● Katie in London – James Mayhew ● The Queen's Knickers – Nicholas Allen 	<p>Nursery</p> <ul style="list-style-type: none"> ● Smile Crocodile Smile – An Vrombaut ● Which Food Will You Choose? – Claire Potter ● Wash your Hands – Tony Ross ● Dirty Dog – Gene Zion <p>Reception</p> <ul style="list-style-type: none"> ● The Night Box - Louise Greig ● Super Smiles for Superheroes - https://www.dentalhealthshop.org/super-smiles-for-super-heroes-17-p.asp 	<p>Nursery</p> <ul style="list-style-type: none"> ● The Tiny Seed ● 10 seeds ● Jack the beanstalk ● Jasper's Beanstalk ● Titch Pat Hutchins ● Planting a rainbow Lois Ehlert ● Once there was a seed ● The Enourmous Turnip <p>Reception</p> <ul style="list-style-type: none"> ● Mama Panaya's Pancakes (Africa) 	<p>Nursery</p> <ul style="list-style-type: none"> ● What the ladybird heard - Julia Donaldson ● Farmer Duck – Martin Waddell ● The Hungry Caterpillar ● Beetle in the Bathroom Brian Moses ● Mad about Minibeasts Giles Andreae ● Flip Flap MInibeasts Axel Scheffler

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<ul style="list-style-type: none"> The Colour Monster – The feelings Doctor – Anna Llenas The Worrysaurus – Rachel Bright Starting School - Janet & Allan Ahlberg Our class is a family – Shannon Olsen All kinds of People - Emma Damon Perfectly Norman – Tom Percival Ruby’s Worry – Tom Percival Everybody’s welcome - Patricia Hegarty <p>Nursery:</p> <ul style="list-style-type: none"> Meesha Makes Friends – Tom Percival Lost and Found – Oliver Jeffers All about friends - Usborne Superhero Like You – Dr Ranj A Superpower Like Mine – Dr Ranj Superworm - Julia Donaldson Eliot Midnight Superhero - Anne Collinger Max – Bob Graham Supertato – Sue Hendra <p>Reception:</p> <ul style="list-style-type: none"> In Every House, on Every Street - Jess Hitchman The Invisible - Tom Percival The Last Stop on Market Street – Matt Pena La De Superhero Like You – Dr Ranj A Superpower Like Mine – Dr Ranj Superworm - Julia Donaldson Eliot Midnight Superhero - Anne Collinger Supertato – Sue Hendra <p>Supplementary Texts: The Dot – Peter Reynolds</p>	<ul style="list-style-type: none"> The Christmas Story – Children’s Bible Ramadan Moon – Na’ima B Robert ? Spring <p>Supplementary Text Autumn</p> <ul style="list-style-type: none"> The Leaf Thief – Alice Hemming & Nicola Slater Leaf Man – Lois Ehler Hello Autumn – Jo Lindley Non Fiction: Christmas around the world Celebrations <p><i>Nursery – Halloween Bonfire Night how Diwali - how it is celebrated Birthdays Christmas – Decorations, Santa etc</i></p> <p><i>Reception – Halloween Harvest Bonfire Night G. Fawkes Diwali Rama & Sita story Christening Advent & Christmas story</i></p>	<p>(look for books linked to King Charles / the Coronation</p> <ul style="list-style-type: none"> Paddington at the Palace 	<ul style="list-style-type: none"> Why do I have to ... eat healthy food? – Kay Barnham <p>Supplementary Texts:</p> <ul style="list-style-type: none"> Oliver’s Fruit Salad – Vivian French Oliver’s Vegetables – Vivian French I Will Not Ever Eat a Tomato – Lauren child <p>Recommended by the Oral Health Foundation:</p> <ul style="list-style-type: none"> Peppa Pig Dentist trip – Neville Astley Peppa Pig The Tooth Fairy – Neville Astley Alan’s big Scary Teeth – Jarvis Maisy, Charlie and the wobbly tooth – Lucy Cousins Tusk Trouble – Jane Clarke <p>Reception Specific:</p> <ul style="list-style-type: none"> Can’t you Sleep Little Bear? – Martin Waddell Peace at Last – Jill Murphy 	<ul style="list-style-type: none"> We’re going on a Lion Hunt (Africa) Bringing the Rain to Kapiti Plain (Africa) Lost and Found (Antarctic) One day on the blue planet – Ella Baily (Antartica & Africa) <p>Supplementary Texts</p> <ul style="list-style-type: none"> Milly Meerkat in trouble again Oakley Graham Penguin Polly Dunbar 	<ul style="list-style-type: none"> Aaarrggghh spider Lydia Monk The Very Greedy Bee Bees, bumblebees and Honey Bees – Non-fiction <p>Supplementary Texts:</p> <ul style="list-style-type: none"> Farmyard Hullabaloo- Giles Andreae Click Clack Moo – Doreen Cronin Snail Trail Ruth Brown The Very Lazy Ladybird Isobel Finn Norman the slug with the silly shell Sue Hendra Mog the Forgetful Cat - Judith Kerr I want a pet - Lauren Child Oi Dog Kes Gray <p>Reception</p> <ul style="list-style-type: none"> Clean Up! – Nathan Bryon The Odd Fish – Naomi & James Jones The Pirates Next Door – Jonny Dudley The Treasure of Pirate Frank - Mal Peet and Elspeth Graham George the Sun Safe Superstar – Chantal Renn 10 little pirates – Mike Brownlow Pirates love underpants - Claire Freedman Hello Summer – Jo Lindley Commotion in the Ocean - Giles Andreae <p>Supplementary Texts</p> <ul style="list-style-type: none"> Martha Maps it out - Leigh Hodgkinson Somebody Crunched Collin – Sarah Roberts Sharing a Shell – Julia Donaldson Sully the Seahorse – Natalie Pritchard Somebody Swallowed Stanley - Sarah Roberts
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						<ul style="list-style-type: none"> The Tale of the Whale - Padmacandra Octopants – Susie Senior The Rainbow Fish - Marcus Pfister The Koala who could – Rachel Bright Tiddler – Julia Donaldson Pirate Pete – Nick Sharratt Polly Parrot Picks a Pirate – Peter Bently Hello Spring – Jo Lindley Hello Autumn – Jo Lindley Hello Winter – Jo Lindley One day on the blue planet – Ella Baily (Ocean) The Snail and the Whale Julia Donaldson Shark in the Park - Nick Sharratt
Subject Knowledge	<p>Primary Focus:</p> <p style="background-color: #ff0000; color: white; padding: 2px;">PSED</p> <p>Nursery</p> <ul style="list-style-type: none"> Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas Increasingly follow rules, understanding why they are important Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’ <p>Reception</p> <ul style="list-style-type: none"> Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally <p style="background-color: #0000ff; color: white; padding: 2px;">UW (Community)</p> <p>Nursery</p> <ul style="list-style-type: none"> Show interest in different occupations. 	<p>Primary Focus:</p> <p style="background-color: #0000ff; color: white; padding: 2px;">UTW (Community / RE)</p> <p>Nursery</p> <ul style="list-style-type: none"> Continue developing positive attitudes about the differences between people. <p>Reception</p> <ul style="list-style-type: none"> Recognise that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of their community. Compare and contrast characters from stories, including figures from the past. (Guy Fawkes) <p style="background-color: #0000ff; color: white; padding: 2px;">Secondary Focus</p> <p style="background-color: #0000ff; color: white; padding: 2px;">EAD</p> <p>Nursery</p> <ul style="list-style-type: none"> Explore colour and colour-mixing <p style="background-color: #0000ff; color: white; padding: 2px;">UW (Science)</p> <p>Nursery</p> <ul style="list-style-type: none"> Use all their senses in hands-on exploration of natural materials (Autumnal items) <p>Reception</p> <ul style="list-style-type: none"> Understand the effect of changing seasons on the natural world around them (Autumn) 	<p>Primary Focus:</p> <p style="background-color: #0000ff; color: white; padding: 2px;">EAD</p> <p>Nursery</p> <ul style="list-style-type: none"> Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Use drawing to represent ideas like movement or loud noises <p style="background-color: #0000ff; color: white; padding: 2px;">UW (Science)</p> <p>Explore how things work</p> <p>Reception</p> <p style="background-color: #0000ff; color: white; padding: 2px;">UW (History)</p> <ul style="list-style-type: none"> Compare and contrast characters from stories, including figures from the past. Recognise some environments that are different to the one in which they live <p style="background-color: #0000ff; color: white; padding: 2px;">UW (Science)</p>	<p>Primary Focus</p> <p style="background-color: #ff0000; color: white; padding: 2px;">(PSED) (Science)</p> <p>Nursery</p> <ul style="list-style-type: none"> Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and tooth brushing. <p>Reception</p> <ul style="list-style-type: none"> Manage their own needs. - Personal hygiene. Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating – tooth brushing - sensible amounts of ‘screen time’ - having a good sleep routine - being a safe pedestrian <p style="background-color: #ffcc00; color: black; padding: 2px;">Secondary Focus</p> <p style="background-color: #ffcc00; color: black; padding: 2px;">PD</p> <p>Nursery</p> <ul style="list-style-type: none"> Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. 	<p>Primary Focus:</p> <p style="background-color: #0000ff; color: white; padding: 2px;">UW (Science) Nursery</p> <p style="background-color: #0000ff; color: white; padding: 2px;">UW (Geography) Reception</p> <p>Nursery</p> <ul style="list-style-type: none"> Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant. Begin to understand the need to respect and care for the natural environment and all living things <p>Reception</p> <ul style="list-style-type: none"> Recognise some similarities and differences between life in this country and life in other countries Recognise some environments that are different to the one in which they live. <p>ELG -</p> <ul style="list-style-type: none"> Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. 	<p>Primary Focus:</p> <p style="background-color: #0000ff; color: white; padding: 2px;">UW (Science) Nursery</p> <p style="background-color: #0000ff; color: white; padding: 2px;">UW (Geography / History/Science) Reception</p> <p>Nursery</p> <ul style="list-style-type: none"> Understand the key features of the life cycle of an animal. Begin to understand the need to respect and care for the natural environment and all living things. Show interest in different occupations <p>Reception</p> <ul style="list-style-type: none"> Draw information from a simple map Compare and contrast characters from stories, including figures from the past. (pirates) Comment on images of familiar situations in the past Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

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	<p>• Talk about what they see, using a wide vocabulary</p> <p>Reception</p> <ul style="list-style-type: none"> • Talk about members of their immediate community • Name and describe people who are familiar to them <p>Secondary Focus</p> <p style="background-color: #800080; color: white; padding: 2px;">EAD</p> <p>Nursery</p> <ul style="list-style-type: none"> • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc 	<p>Reception</p> <p style="background-color: #ffcc00; padding: 2px;">PD</p> <p>Nursery</p> <ul style="list-style-type: none"> • Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. <p>Reception</p> <ul style="list-style-type: none"> • Explore and engage in music making and dance, performing solo or in groups 	<ul style="list-style-type: none"> • Understand the effect of changing seasons on the natural world around them (Winter) <p>Secondary Focus</p> <p style="background-color: #ffcc00; padding: 2px;">PD</p> <p>Nursery</p> <ul style="list-style-type: none"> • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. 	<ul style="list-style-type: none"> • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. <p>Reception</p> <ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> - rolling - crawling - walking - jumping - running - hopping - skipping - climbing • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. <p style="background-color: #0000ff; color: white; padding: 2px;">UW</p> <p>Nursery</p> <p>Show interest in different occupations.</p>	<ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals • Understand the effect of changing seasons on the natural world around them (Spring) <p>Secondary Focus</p> <p style="background-color: #800080; color: white; padding: 2px;">EAD</p> <p>Nursery</p> <ul style="list-style-type: none"> • Explore colour and colour-mixing • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a flower with a circle and including details <p>Reception (ELG)</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. 	<ul style="list-style-type: none"> • Understand the effect of changing seasons on the natural world around them (Summer) <p>Secondary Focus:</p> <p style="background-color: #800080; color: white; padding: 2px;">EAD</p> <p>Nurs</p> <ul style="list-style-type: none"> • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. • Use drawing to represent ideas like movement or loud noises • Draw with increasing complexity and detail, such as representing a face with a circle and including details. <p>Reception</p> <ul style="list-style-type: none"> • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
Key Knowledge	<p>Nursery:</p> <ul style="list-style-type: none"> • To be a good friend we look at others when they are talking and listen to what they say. • Being a good friend means we have kind hands and feet • When we are being a good friend, we are able to include others in our games (ask them to play, smile) • To know that when someone is happy they will have a smile on their face and their eyes will be wide and head up and when someone 	<p>Nursery:</p> <ul style="list-style-type: none"> • To know that we are all different and this is good • To know that celebrate means a gathering of people who are thinking about a special time or event • To be able to name some different celebrations such as birthday, Halloween, Bonfire night and Christmas • To be able to talk about how they celebrate their birthdays (family, friends, cake, 	<p>Nursery:</p> <ul style="list-style-type: none"> •To know London is a capital city •To know London has lots of important buildings (Houses of Parliament – The palace of Westminster, Elizabeth Tower & Big Ben, Buckingham Palace, The Shard, St Paul’s Cathedral, London Bridge, The Gherkin) •To be able to describe the building’s shapes and size •To know straight and curved lines can be used to draw shapes and images to represent an object e.g. a building 	<p>Nursery:</p> <ul style="list-style-type: none"> • To know that hygiene means looking after our body by keeping it clean. • To know that hand washing, having a bath/shower, wiping after going to the toilet and teeth cleaning are ways to keep good hygiene. • To be able to wash our hands correctly by first adding water, then soap, then rubbing all surfaces of our hands, then rinsing under water, then drying. 	<p>Nursery:</p> <ul style="list-style-type: none"> •Plants are living things •Seeds and bulbs grow into plants • When planting they need to make a hole, place the seed or bulb in the hole before covering with soil. •Plants need water, light, warmth and time to grow. 	<p>Nursery:</p> <ul style="list-style-type: none"> • To be able to name some farm animals such as cow, pig, sheep, goats, chickens • To know that farm animals give us food such as eggs, milk, meat • To know that farmers and vets look after animals • To know that animals have a lifecycle of birth, growth, reproduction and death

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<p>is sad they may cry, their head will be down and their eyes may be smaller.</p> <ul style="list-style-type: none"> To be friendly we share and take turns and can wait for a short time to have a turn We are part of a community and they are the people around us e.g. the people at school, the people we live near Can list some of the people who help us in our community – Teacher, Firefighter, Police officer, Doctor, Nurse, Dentist, Paramedic, Vet Can say what these key people do to help others e.g. learn, feel better when ill. Know that a hero is someone who helps others and has courage e.g. a firefighter rescuing someone <p>Reception:</p> <ul style="list-style-type: none"> To know what forms a kind and respectful relationship - such as kind hands, listening and sharing. Understand how certain emotions feel and what they are called. Know that other people can feel different emotions and can show this in different ways. Understand that a community is the people around us where we go to school or live (have something in common). Be able to name some members of our community that can help us. To be able to name and talk about who we live with. To know our address and the area that we live. To be able to talk about people or places in the community close to our home e.g. there is a shop near my house. 	<p>decorations, a party, singing) and recognise this might be different for each of us</p> <ul style="list-style-type: none"> To know light is used in many celebrations To know that Christmas is celebrated, because this is when Jesus was born <p>Reception:</p> <ul style="list-style-type: none"> A religion is a community of people who have the same beliefs. To know different religions have different celebrations such as Diwali, Eid and Christmas To understand how different celebrations are celebrated and what they have in common To know that a Church, Mandir, Gurdwara and Mosque are special places. To know that Harvest is a Christian celebration when farmers collect foods grown over the summer and when we can share food with those less fortunate To know why we celebrate Bonfire Night and look at Guy Fawkes and how he looks different to how we look today. To know that Christmas was when Jesus was born and is celebrated by Christians know that there are different seasons and the weather changes as we go through these. (Autumn) 	<ul style="list-style-type: none"> To be able to pick resources e.g., boxes, blocks, tubs, crates etc. to create different buildings thinking about their shape and size To know how to use scissors safely to create by holding them with a thumb and forefinger and opening and closing them while moving them forward and know the paper turns and the scissors stay facing forward. To know how to join materials using glue and tape <ul style="list-style-type: none"> To know what a push and a pull force is To know that some materials are magnetic and magnetism is a force To be able to name different materials such as wood, rock, plastic, metal To know that some materials can float and others sink Know how to test (explore) things and be able to say what can be seen or felt. <p>Reception:</p> <ul style="list-style-type: none"> London is England’s capital city (Derby is our closest City). It can be found South of where we live London has lots of important buildings (Houses of Parliament – The palace of Westminster & Elizabeth Tower & Big Ben, Buckingham Palace, The Shard, St Paul’s Cathedral, London Bridge, The Gherkin) London has an underground train line called the tube The King and other members of the Royal Family live in London in Buckingham Palace, Kensington Palace, Windsor Castle King Charles became king in 2022. Queen Elizabeth II was the longest reigning Monarch when she died – 70 years (almost 71!) There have been many monarchs in the past and they dressed and lived differently to King Charles now. The Prince of Wales will be the next King know that there are different seasons and the weather changes as we go through these. (Winter) 	<ul style="list-style-type: none"> To know when it is important to wash our hands and why, such as before snack. To know that we brush our teeth with a toothbrush and a small amount of toothpaste. This is then brushed over the front, back and tops of our teeth and tongue to keep them clean. Be able to name and sort some healthy and unhealthy food and drinks. To know that being active means to move our bodies and that this helps us to stay healthy. <p>Reception:</p> <ul style="list-style-type: none"> To know sleep is important in keeping our mind and body healthy. Be able to describe a good bedtime routine and why it is important to stay healthy. Teeth brushing is important to our health and should be done at least twice a day. To brush our teeth we add a small amount of toothpaste to our toothbrush, wet it and then brush the top, front and back of our teeth and then our tongue. Be able to name a number of fruit and vegetables, such as apples, carrots, oranges, bananas and broccoli. Fruit and vegetables contain vitamins and minerals that help to keep us healthy. A sensible amount of screen time is not spending all of our free time on an electronic device (something with a battery). Too long can harm our sleep quality, our eyes and give us a headache. How to be a safe pedestrian (holding the hand of an adult, staying on the pavement, using crossing areas safely using ears and eyes to help us cross, stop – loo k- listen) Regular exercise helps to keep our body and minds healthy. 	<ul style="list-style-type: none"> Flowers have different parts - roots, a stem, leaves, buds, petals Some plants give us and other animals food so we need to respect and care for them Plants have a lifecycle – they grow, make seeds/bulbs and die Know how to use tools safely such as a trowel, spade, and fork To know flowers attract bees and insects and this helps the plants lifecycle (seeds) <p>Reception:</p> <ul style="list-style-type: none"> Know that the world is round (spherical) know the words globe, map and atlas Know that the blue on a globe is the sea and the green / brown is land Not all countries have the same weather as the UK (Derby) The north and south of our planet are very cold, like Antarctica. Countries closer to the middle (Equator) are very hot, like Africa. Be able to describe and compare houses in other countries, such as: mud house, log cabin & stilt houses. We live on an island called Great Britain know that there are different seasons and the weather changes as we go through these. (Spring) 	<ul style="list-style-type: none"> To know that chicks (birds) come from an egg To know animals are born live To know the name of some mini-beasts (worm, ladybird, ant, centipede, millipede, caterpillar, butterfly, snail, slug, bee, beetle) To know an insect has 6 legs, wings and 3 body parts and 2 antennae To know that bees are very important and help plants to make new seeds <p>Reception</p> <ul style="list-style-type: none"> Able to follow directions that use positional language (above, below, underneath, left, right, next to, inside, in front, behind) A map is used to give directions to find a thing or place. A map is normally from above (Aerial view) Pirates used a map to record where they buried treasure that they hid. Pirates are real people and can be male or female A pirate is a person who attacks and steals from ships at sea. A ship is a form of transport that travels on water. know that there are different seasons and the weather changes as we go through these. (Summer)
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Literacy	<p>Pathways to Write Pathways to Poetry – A bundle of Rhymes – Learn rhymes, poems and songs – Mother Goose Pathways to Write – The Gingerbread Man - Mara Alperin</p>	<p>Pathways to Write Pathways to write - I'm going to eat this ant Chris Naylor-Ballesteros</p>	<p>Pathways to Write Pathways to Poetry – Creepy Crawly and Busy Bugs Pathways to Write – Let's all Creep Through Crocodile Creek Jonny Lambert</p>	<p>Pathways to Write Pathways to Write - The Journey home Emma Levey</p>	<p>Pathways to Write Pathways to Poetry – The Farmyard Pathways to write – Clem and Crab – Fiona Lumbers</p>	<p>Pathways to Write Pathways to Write – The Sea Saw Tom Percival</p>
Music	<p>Charanga – Me! Learn the songs</p> <ul style="list-style-type: none"> • Pat-a-cake • 1, 2, 3, 4, 5, Once I Caught A Fish Alive • This Old Man • Five Little Ducks • Name Song • Things For Fingers <p>Nursery Key Knowledge:</p> <ul style="list-style-type: none"> • Listening and responding to different styles of music • Learning to sing or sing along with nursery rhymes and action songs • Share and perform the learning that has taken place <p>Reception Key Knowledge</p> <ul style="list-style-type: none"> • Listening and responding to different styles of music • Embedding foundations of the interrelated dimensions of music • Learning to sing or sing along with nursery rhymes and action songs • Improvising leading to playing classroom instruments • Share and perform the learning that has taken place 	<p>Charanga – My Stories Learn the songs</p> <ul style="list-style-type: none"> • I'm A Little Teapot • The Grand Old Duke Of York • Ring O' Roses • Hickory Dickory Dock • Not Too Difficult • The ABC Song <p>Nursery Key Knowledge:</p> <ul style="list-style-type: none"> • Listening and responding to different styles of music • Learning to sing or sing along with nursery rhymes and action songs • Improvising leading to playing classroom instruments • Share and perform the learning that has taken place <p>Reception Key Knowledge</p> <ul style="list-style-type: none"> • Listening and responding to different styles of music • Embedding foundations of the interrelated dimensions of music • Learning to sing or sing along with nursery rhymes and action songs • Improvising leading to playing classroom instruments <p>Share and perform the learning that has taken place</p>	<p>Charanga – Everyone! Learn the songs</p> <ul style="list-style-type: none"> • Wind The Bobbin Up • Rock-a-bye Baby • Five Little Monkeys Jumping On The Bed • Twinkle Twinkle • If You're Happy And You Know It • Head, Shoulders, Knees and Toes <p>Nursery & Reception Key Knowledge:</p> <ul style="list-style-type: none"> • Listening and responding to different styles of music • Embedding foundations of the interrelated dimensions of music • Learning to sing or sing along with nursery rhymes and action songs • Improvising leading to playing classroom instruments • Singing and learning to play instruments within a song • Share and perform the learning that has taken place 	<p>Charanga – Our World Learn the songs:</p> <ul style="list-style-type: none"> • Old Macdonald • Incy Wincy Spider • Baa Baa Black Sheep • Row, Row, Row Your Boat • The Wheels On The Bus • The Hockey Cokey <p>Nursery & Reception Key Knowledge:</p> <ul style="list-style-type: none"> • Listening and responding to different styles of music • Embedding foundations of the interrelated dimensions of music • Learning to sing or sing along with nursery rhymes and action songs • Improvising leading to playing classroom instruments • Singing and learning to play instruments within a song • Share and perform the learning that has taken place 	<p>Charanga – Big Bear Funk! Learn the songs</p> <ul style="list-style-type: none"> • Things for Fingers • Hickory Dickory • If you're Happy and you Know it • The Wheels on the bus • The Hockey Cokey • Sing other favourite songs from the year <p>Nursery Key Knowledge:</p> <ul style="list-style-type: none"> • Listening and appraising Funk music • Embedding foundations of the interrelated dimensions of music using voices and instruments • Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs • Playing instruments within the song • Share and perform the learning that has taken place <p>Reception Key Knowledge</p> <ul style="list-style-type: none"> • Listening and appraising Funk music • Embedding foundations of the interrelated dimensions of music using voices and instruments • Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs • Playing instruments within the song • Improvisation using voices and instruments • Riff-based composition 	<p>Charanga – Number songs Learn the songs</p> <ul style="list-style-type: none"> • The ants came Marching • Five Fine Bumblebees • Alice the camel • Five Little Ducks • 5 Speckled frogs • Sing other favourite songs from the year <p>Key Knowledge:</p> <ul style="list-style-type: none"> • Listening and responding to different styles of music • Embedding foundations of the interrelated dimensions of music • Learning to sing or sing along with nursery rhymes and action songs • Improvising leading to playing classroom instruments • Singing and learning to play instruments within a song • Share and perform the learning that has taken place

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						<ul style="list-style-type: none"> Share and perform the learning that has taken place
R.E.	<p>F5 Where do we belong? Key Knowledge: Nursery</p> <ul style="list-style-type: none"> Know how to show respect for others Know how we show love and be able to recognise how we know we are loved Begin to be able to know how others are feeling? To know what happens at a Christian infant baptism & dedication <p>Reception</p> <ul style="list-style-type: none"> Know how to show respect to others Know how we can make people feel welcome Recall what happens in a Christian baptism and compare this with the welcoming ceremonies of other faiths 	<p>F4 -What times are special and why? Key Knowledge: Nursery</p> <ul style="list-style-type: none"> What special times have you had? (What are the features of a good celebration? Who was there and what happened?) What is a wedding What happens at Christmas and why? <p>Reception</p> <ul style="list-style-type: none"> Give examples of special occasions and suggest features of a good celebration. Look at the difference and similarities between different celebrations Say why Christmas is a special time for Christians. What is a wedding? 	<p>F1 Which stories are special and why? Key Knowledge: Nursery</p> <ul style="list-style-type: none"> Hear a selection of stories taken from major faith traditions and cultures including stories about leaders or founders e.g. prophet Muhammad and the night of power Recognise some religious words, e.g. about God through the stories Identify some of their own feelings in the stories they hear. Explore stories about Jesus through role play, freeze frame and model making, puppets, art, dance, music <p>Reception</p> <ul style="list-style-type: none"> Hear a selection of stories taken from major faith traditions and cultures including stories about leaders or founders e.g. prophet Muhammad and the night of power Recognise some religious words, e.g. about God - Share a bible story e.g. Butterworth Inkpen series Identify some of their own feelings in the stories they hear. Explore stories through role play, freeze frame and model making, puppets, art, dance, music Read and share book in own time or with friends 	<p>F3 - Which places are special and why? Key Knowledge: Nursery</p> <ul style="list-style-type: none"> Talk about somewhere that is special to themselves and say why (share in a variety of ways using all of their senses) Be aware that some people have special places that have a special meaning for them <p>Reception</p> <ul style="list-style-type: none"> Talk about the things that are special and valued in a place of worship Identify some significant features of sacred places – invite visitors to talk about and show pictures of places that are significantly important to them and say why they are special e.g an art gallery / park Discuss why some places are special and what makes them significant Discuss when people like to go to the special place and what they like to do there 	<p>F2 - Which people are special and why? Key Knowledge: Nursery</p> <ul style="list-style-type: none"> Talk about people who are special to them. Say what makes their family and friends special to them. <p>Reception</p> <ul style="list-style-type: none"> Recall and talk about stories of Jesus as a friend to others. Recall stories about special people in other religions and talk about what we can learn from them. Meet a special person that helps them e.g. a crossing guide (hotseat the guest question the guest about like)s and dislikes of their job. How do they cope with the difficult aspects 	<p>F6 - What is special about our world? Key Knowledge: Nursery</p> <ul style="list-style-type: none"> Be able to recognise and talk about what you like in nature and what is your favourite thing. Why do you like it best of all? Use art and creative activities to explore natural objects (shape, pattern) <p>Reception</p> <ul style="list-style-type: none"> To know how we should look after the world Be able to say how they think we should look after the world. Use art and creative activities to explore natural objects (shape, pattern) Listen to Muslim stories about caring for new life / animals (Seven New Kittens / The Tiny Ant – online)
P.E.	<p>Nursery: Fundamental movements Crawling Walking Hopping Running</p> <p>Reception: <i>(Complete PE)</i></p> <ul style="list-style-type: none"> Dance - Ourselves Locomotion – Walking – Walking 1 	<p>Nursery: Fundamental movements Jumping Hopping Diwali Dance</p> <p>Reception: <i>(Complete PE)</i></p> <ul style="list-style-type: none"> Dance – Nursery Rhymes Ball Skills – Hands – Hands 1 	<p>Nursery: Fundamental Movements Rolling Skipping</p> <p>Reception: <i>(Complete PE)</i></p> <ul style="list-style-type: none"> Gymnastics – High, low, Over, Under Ball Skills – Hands - Hands 2 	<p>Nursery: Fundamental movements Climbing Balancing</p> <p>Reception: <i>(Complete PE)</i></p> <ul style="list-style-type: none"> Gymnastics - Moving Dance - Dinosaurs 	<p>Nursery: Ball skills Rolling Throwing</p> <p>Reception: <i>(Complete PE)</i></p> <ul style="list-style-type: none"> Locomotion – Jumping – Jumping 1 Ball skills – Feet – Feet 1 	<p>Nursery: Ball Skills Catching Team Games</p> <p>Reception: <i>(Complete PE)</i></p> <ul style="list-style-type: none"> Ball Skills – Rackets, bats, balls and balloons. Attack vs Defence - Games for understanding
I.T.			Internet Safety Day – 07.02.23			
PSED	<p>Jigsaw – Being Me in My World 'Who am I and how do I fit?'</p>	<p>Jigsaw – Celebrating Difference</p>	<p>Jigsaw – Dreams and Goals</p>	<p>Jigsaw – Healthy Me Being and keeping safe and healthy.</p>	<p>Jigsaw – Relationships</p>	<p>Jigsaw – Changing Me Coping positively with change.</p>

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	<ul style="list-style-type: none"> I understand how it feels to belong and that we are similar and different I understand how feeling happy and sad can be expressed I can work together and consider other people's feelings I can use gentle hands and understand that it is good to be kind to people I am starting to understand children's rights and this means we should all be allowed to learn and play I am learning what being responsible means 	<p>Respect for similarity and difference. Anti-bullying and being unique.</p> <ul style="list-style-type: none"> I know how it feels to be proud of something I am good at I can tell you one way I am special and Unique. I know that all families are different I know there are lots of different houses and homes I can tell you how I could make new friends. I can use my words to stand up for myself 	<p>Aspirations, how to achieve goals and understanding the emotions that go with this.</p> <ul style="list-style-type: none"> I understand what a challenge means I can keep trying until I can do something I can set a goal and work towards it I know some kind words to encourage people with I can start to think about the jobs I might like to do when I'm older I can feel proud when I achieve a goal 	<ul style="list-style-type: none"> I know the names for some parts of my body and am starting to understand that I need to be active to be healthy I can tell you some of the things I need to do to be healthy I know what the word 'healthy' means and that some foods are healthier than others I know how to help myself go to sleep and that sleep is good for me I can wash my hands and know it is important to do this before I eat and after I go to the toilet I know what to do if I get lost and how to say NO to strangers 	<p>Building positive, healthy relationships.</p> <ul style="list-style-type: none"> I can identify some of the jobs I do in my family and how I feel like I belong I know how to make friends to stop myself from feeling lonely I can think of ways to solve problems and stay friends I am starting to understand the impact of unkind words I can use Calm Me time to manage my feelings I know how to be a good friend 	<ul style="list-style-type: none"> I can name parts of the body I can tell you some things I can do and foods I can eat to be healthy I understand that we all grow from babies to adults I can express how I feel about moving to Reception / Year 1 I can talk about my worries and/or the things I am looking forward to about being in Year 1 I can share my memories of the best bits of this year in Nursery / Reception
Outcomes						

Cycle B	1	2	3	4	5	6
Theme	Me and My Family	Let's celebrate!	London (D&T / forces -N) (History – R)	N Sunshine and Sunflowers R I am Amazing!	N & R World Explorers	N – All creatures great and small R -All Aboard!
Links to next learning	Year 1 Toys (Changes to toys as they grow up) History	Year 1 Celebrating Special Times RE	Year 1 Capital Cities Geography	N - Year 1 Plants Science R - Year 1 Humans Science	Year 1 Animals Science	N – Year 1 Animals Science R - Year 1 Transport & Significant Explorers History
Curriculum Drivers	<ul style="list-style-type: none"> <u>Diversity & Inclusion</u> – To know and understand that all families are different and the homes we live in are different <u>Ambition</u> – To have their own family and home one day <u>Relationships</u> – Know the importance of having a family and being able to rely on them for love and support Look at how we can help people without a home 	<ul style="list-style-type: none"> <u>Diversity & Inclusion</u> – Class texts (The best Diwali Ever, Little Glow) - Different cultural celebrations and traditions and understanding that we are not all the same. <u>Ambition</u> - To have a greater understanding about different cultural celebrations <u>Relationships</u> – Celebrating with others / look at festivals such as Harvest Festival, Christmas & Diwali focus on sharing time with loved ones and giving to others - Remembrance Day looks at sacrifices people have made in wars. 	<ul style="list-style-type: none"> <u>Diversity & Inclusion</u> – To be aware that we are citizens of a wider community beyond Mickleover, and that we are kind and respectful to everyone. <u>Ambition</u> - Look at iconic professions linked to London, such as The Royals, Beefeaters, tour guide, Harrods sales assistant. Explore the idea that people can move or visit different places, such as London. <u>Relationships</u> – To know that there is a royal family in our country and who key figures are. Explore how this is similar and different to our own families. 	<p>Nursery</p> <ul style="list-style-type: none"> <u>Diversity & Inclusion</u> – Looking after our world / environment thinking about living things - plants <u>Ambition</u> – Respecting the world around us and caring for the living environment and animals – Saving Mr Hoot, anyone can be a vet / work with animals – Occupations linked to animals, such as a Vet, Veterinary Nurse or Farmer. <u>Relationships</u> – Turn taking – Relationships with animals and living things. <p>Reception</p>	<ul style="list-style-type: none"> <u>Diversity & Inclusion</u> – Knowing that people from different countries may have different beliefs, traditions and live differently but that this makes the world a more interesting places to live <u>Ambition</u> – To travel around the world / go on an aeroplane <u>Relationships</u> – R Have the courage to form relationships with others from different places and cultures 	<p><u>Diversity & Inclusion</u> –</p> <ul style="list-style-type: none"> N – Why pets are part of the family N - What the ladybird heard - everyone's ideas are worthwhile. R - How can we make sure everyone be included? <p><u>Ambition</u> –</p> <ul style="list-style-type: none"> N- working with animals e.g. vet R - What occupations/jobs are there that are linked to the sea or water? (marine biologist, aquatic

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				<ul style="list-style-type: none"> ● Diversity & Inclusion – know that we all have things that are similar and things that are unique about our minds and bodies. ● Ambition – know the importance of looking after ourselves to be the healthiest we can be. Having self-discipline ● Relationships – Know how to help others achieve a healthy mind and body 		<p>veterinarian, marine engineer & Captain)</p> <p>Relationships -</p> <p>N- Empathy for animals and living things R - How can we make sure we are being a kind friend who shares? Linked to sharing a shell. Rainbow Fish making friends.</p>
Hooks and Magical Moments	<p>Nursery</p> <ul style="list-style-type: none"> ● Sharing photos of their families ● Parents visit the classroom ● Baby visit the classroom <p>Reception</p> <ul style="list-style-type: none"> ● Sharing photos of their families / homes / favourite memories ● Families come into school and get to know our new class/school community ● Walk around our community <p>Key Dates: Dot Day Harvest Festival Mental Health Awareness</p>	<p>Nursery</p> <ul style="list-style-type: none"> ● Big Finish - It's Teddy's birthday can we arrange a party for him/her? Children to plan everything we need – decorations, invites, food, present. ● Christmas production <p>Reception</p> <ul style="list-style-type: none"> ● Create a celebration that everybody can celebrate and invite families. Create everything needed for this event. ● Christmas production ● Pantomime trip <p>Key Dates: Diwali Remembrance Day World Kindness Day Antibullying Week Children in Need Christmas Bonfire Night Hanukkah</p>	<p>Nursery</p> <ul style="list-style-type: none"> ● A tour on an imaginary big red bus to see the sights of London. <p>Reception</p> <ul style="list-style-type: none"> ● Afternoon tea with the Queen / King <p>Key Dates: New Years Day National Handwriting Day Pancake/Shrove Tuesday Valentines Day Ash Wednesday Lent Safer Internet Day Children's Mental health Awareness Week</p>	<p>Nursery</p> <ul style="list-style-type: none"> ● Packets of seeds and seedlings arrive from Percy the Park keeper <p>Reception</p> <ul style="list-style-type: none"> ● Visit from a doctor, nurse or dentist <p>Key Dates: World book day World Maths Day International Women's day Mother's day Good Friday Easter Sunday National Science Week Epilepsy awareness Day Autism Awareness Day</p>	<ul style="list-style-type: none"> ● Aeroplane tickets arrive for the children to travel abroad ● Go on a safari 	<p>Nursery</p> <ul style="list-style-type: none"> ● A visit from Animal club / Zoo lab ● Visit a farm. ● Hens for hire. <p>Reception</p> <ul style="list-style-type: none"> ● An indoor beach ● A pirate treasure map ● A message in a bottle ● Pirate training day

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Role Play	N - Home corner R - Home corner / Construction site	Party Zone for dressing up / Party shop	London Street / The underground / The London skyline / Beefeater looking after crown jewels / Buckingham Palace	N – Garden Centre R – Dentist / Healthy café / Gym	N - Animal sanctuary./ Safari and jeep. R - Travel Agents / Plane	N - Vet Surgery / farm R -Pirate Ship / Under the Sea / Indoor Beach
Key texts	<p>Starting School/Baseline:</p> <ul style="list-style-type: none"> Little hedgehog’s big day – Heidi Howarth Shy Little Lion – Gemma Carey & Delia Ciecarelli The Lion Inside – Rachel Bright & Jim Field I am absolutely too small for school – Lauren Child Splat the Cat - Roc Scotton Don’t eat the Teacher – Nick Ward The Very Hungry Worry Monsters – Lara Ede The Colour Monster – Anna Llenas The Worrysaurus – Rachel Bright <p>Nursery:</p> <ul style="list-style-type: none"> Family and Me Michaela Dias-Hayes Whoever you are Mem Fox (diff families from around the world?) All kinds of People Emma Damon Perfectly Norman by Tom Percival All about families Felicity Brooks Osborne Once there were giants – Martin Waddell The Invisible – Tom Percival <p>Reception:</p> <ul style="list-style-type: none"> In Every House, on Every Street - Jess Hitchman The Invisible - Tom Percival All kinds of People - Emma Damon The Last Stop on Market Street – Matt Pena La De Perfectly Norman – Tom Percival All about Families – Felicity Brooks Osborne <p>Supplementary Texts: The Dot – Peter Reynolds</p>	<p>Nursery</p> <ul style="list-style-type: none"> Meg and Mog Helen Nicoll & Jan Pienkowski (dependent on when event falls in calendar) Room on the Broom Julia Donaldson Little Glow - Katie Sahota Kipper’s Birthday – Mick Inkpen Dragon Dance – Joan Holub (Chinese New Year) First Festivals Diwali - Cake – Sue Hendra The First Christmas – Dorling Kindersley <p>Reception</p> <ul style="list-style-type: none"> The Best Diwali Ever - Sonali Shah Little Glow – Katie Sahota The most exciting Eid - Zeba Talkhani The Christmas Story – Children’s Bible Kipper’s Birthday – Mick Inkpen The Story of Guy Fawkes - Twinkl <p>Supplementary Text</p> <ul style="list-style-type: none"> Autumn <i>The Leaf Thief – Alice Hemming & Nicola Slater</i> <i>Leaf Man – Lois Ehlert</i> <i>Hello Autumn – Jo Lindley</i> <i>Funny Bones</i> <i>Little Red Hen (Harvest)</i> Cleversticks – Bernard Ashley Ramadan Moon – Na’ima B Robert <p>Non Fiction: <i>Christmas around the world Celebrations</i> <i>Guy Fawkes</i></p> <p>Nursery – Halloween <i>Bonfire Night how</i> <i>Diwali - how it is celebrated</i> <i>Birthdays</i> <i>Christmas – Decorations, Santa etc</i></p> <p>Reception – Bonfire Night G. Fawkes <i>Diwali</i></p>	<p>Nursery</p> <ul style="list-style-type: none"> We Completely Must Go To London – Charlie and Lola Series - Lauren Child The Queen’s Hat Steve Antony Peppa goes to London A walk in London by Salvatore Rubbino <p>Reception</p> <ul style="list-style-type: none"> ‘Queen Elizabeth: A Platinum Jubilee Celebration’ Katie in London – James Mayhew The Queen’s Knickers – Nicholas Allen (look for books linked to King Charles / the Coronation Paddington at the Palace 	<p>Nursery</p> <ul style="list-style-type: none"> The Tiny Seed 10 seeds Jack the beanstalk Jasper’s Beanstalk Titch Pat Hutchins Planting a rainbow Lois Ehlert Planting the wild garden The Enormous Turnip <p>Reception</p> <ul style="list-style-type: none"> Reception The Night Box - Louise Greig Super Smiles for Superheroes - https://www.dentalhealthshop.org/super-smiles-for-super-heroes-17-p.asp Why do I have to ... eat healthy food? – Kay Barnham <p>Supplementary Texts:</p> <ul style="list-style-type: none"> Oliver’s Fruit Salad – Vivian French Oliver’s Vegetables – Vivian French I Will Not Ever Eat a Tomato – Lauren child <p>Recommended by the Oral Health Foundation:</p> <ul style="list-style-type: none"> Peppa Pig Dentist trip – Neville Astley Peppa Pig The Tooth Fairy – Neville Astley Alan’s big Scary Teeth – Jarvis Maisy, Charlie and the wobbly tooth – Lucy Cousins Tusk Trouble – Jane Clarke <p>Reception Specific:</p> <ul style="list-style-type: none"> Can’t you Sleep Little Bear? – Martin Waddell Peace at Last – Jill Murphy 	<p>Nursery</p> <ul style="list-style-type: none"> Handa’s Surprise (Africa) Chapatti Moon – Pippa Goodhart (India) Peppa Goes Around the World Children Around the World Verna Wilins (Non-Fiction) The Polar Bear and the Snow Cloud Jane Cabrera (Artic) A walk in Paris by Salvatore Rubion (Paris) <p>Supplementary Texts</p> <ul style="list-style-type: none"> Handa’s Hen (Africa) Rumble in the Jungle Giles Andreae Giraffes can’t Dance Giles Andreae Little Tiger’s Big Surprise Julie Sykes Meerkat Mail Emily Gravett I is for India Prodeepta Das <p>Reception</p> <ul style="list-style-type: none"> Mama Panaya’s Pancakes (Africa) We’re going on a Lion Hunt (Africa) Bringing the Rain to Kapiti Plain (Africa) Lost and Found (Antarctic) One day on the blue planet – Ella Baily (Antartica & Africa) <p>Supplementary Texts</p> <ul style="list-style-type: none"> Milly Meerkat in trouble again Oakley Graham Penguin Polly Dunbar 	<p>Nursery</p> <ul style="list-style-type: none"> What the ladybird heard - Julia Donaldson Farmyard Hullabaloo- Giles Andreae Farmer Duck – Martin Waddell Click Clack Moo – Doreen Cronin The Hungry Caterpillar Beetle in the Bathroom Mad about Minibeasts Giles Andreae Snail Trail Ruth Brown The Very Lazy Ladybird Isobel Finn Norman the slug with the silly shell Sue Hendra Mog the Forgetful Cat - Judith Kerr I want a pet - Lauren Child Oi Dog Kes Gray <p>Reception</p> <ul style="list-style-type: none"> Clean Up! – Nathan Bryon The Odd Fish – Naomi & James Jones The Pirates Next Door – Jonny Dudley The Treasure of Pirate Frank - Mal Peet and Elspeth Graham George the Sun Safe Superstar – Chantal Renn 10 little pirates – Mike Brownlow Pirates love underpants - Claire Freedman Hello Summer – Jo Lindley Commotion in the Ocean - Giles Andreae <p>Supplementary Texts</p> <ul style="list-style-type: none"> Martha Maps it out - Leigh Hodgkinson Somebody Crunched Collin – Sarah Roberts

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		<p><i>Eid</i> <i>Advent & Christmas story</i> <i>Recap birthdays</i></p>				<ul style="list-style-type: none"> Sharing a Shell – Julia Donaldson Sully the Seahorse – Natalie Pritchard Somebody Swallowed Stanley - Sarah Roberts The Tale of the Whale Padmacandra Octopants – Susie Senior The Rainbow Fish - Marcus Pfister The Koala who could – Rachel Bright Tiddler – Julia Donaldson Pirate Pete – Nick Sharratt Polly Parrot Picks a Pirate – Peter Bentley Hello Spring – Jo Lindley Hello Autumn – Jo Lindley Hello Winter – Jo lindley One day on the blue planet – Ella Baily (Ocean) The Snail and the Whale Julia Donaldson Shark in the Park - Nick Sharratt
Subjects Knowledge	<p>Primary Focus</p> <p>UW (History)</p> <p>Nursery</p> <ul style="list-style-type: none"> Begin to make sense of their own life-story and family’s history. <p>Reception</p> <ul style="list-style-type: none"> Talk about members of their immediate family and community Name and describe people who are familiar to them Comment on images of familiar situations in the past. <p>Secondary Focus</p> <p>PSED</p> <p>Nursery</p> <ul style="list-style-type: none"> Develop their sense of responsibility and membership of a community. <p>Reception</p> <ul style="list-style-type: none"> See themselves as a valuable individual. 	<p>Primary Focus:</p> <p>UW (Community / RE)</p> <p>Nursery</p> <ul style="list-style-type: none"> Continue developing positive attitudes about the differences between people. <p>Reception</p> <ul style="list-style-type: none"> Recognise that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of their community. Compare and contrast characters from stories, including figures from the past. (Guy Fawkes) <p>Secondary Focus</p> <p>EAD</p> <p>Nursery</p> <ul style="list-style-type: none"> Explore colour and colour-mixing <p>UW (Science)</p> <p>Nursery</p>	<p>Primary Focus:</p> <p>EAD</p> <p>Nursery</p> <ul style="list-style-type: none"> Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Use drawing to represent ideas like movement or loud noises <p>UW (Science)</p> <p>Explore how things work</p> <p>Reception</p>	<p>Primary Focus:</p> <p>UTW (Science)</p> <p>Nursery</p> <ul style="list-style-type: none"> Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant. Begin to understand the need to respect and care for the natural environment and all living things <p>PSED</p> <p>Reception</p> <ul style="list-style-type: none"> Manage their own needs. - Personal hygiene. Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating – tooth brushing - sensible amounts of ‘screen time’ - having a good sleep routine - being a safe pedestrian 	<p>Primary Focus</p> <p>UW (Geography)</p> <p>Nursery</p> <ul style="list-style-type: none"> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. <p>Reception</p> <ul style="list-style-type: none"> Recognise some similarities and differences between life in this country and life in other countries Recognise some environments that are different to the one in which they live. <p>ELG -</p> <ul style="list-style-type: none"> Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. 	<p>Primary Focus</p> <p>Primary Focus:</p> <p>UW (Science) Nurs</p> <p>UW (Geography / History) Rec</p> <p>Nursery</p> <ul style="list-style-type: none"> Understand the key features of the life cycle of an animal. Begin to understand the need to respect and care for the natural environment and all living things. <p>Reception</p> <ul style="list-style-type: none"> Draw information from a simple map Compare and contrast characters from stories, including figures from the past. (pirates) Comment on images of familiar situations in the past <p>ELG</p>

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	<ul style="list-style-type: none"> Build constructive and respectful relationships <p style="background-color: #800080; color: white; padding: 2px;">EAD</p> <p>Nursery</p> <ul style="list-style-type: none"> Create closed shapes with continuous lines, and begin to use these shapes to represent objects Draw with increasing complexity and detail, such as representing a face with a circle and including details. 	<ul style="list-style-type: none"> Use all their senses in hands-on exploration of natural materials (Autumnal items) <p>Reception</p> <ul style="list-style-type: none"> Understand the effect of changing seasons on the natural world around them (Autumn) <p>Reception</p> <p style="background-color: #ffff00; padding: 2px;">PD</p> <p>Nursery</p> <ul style="list-style-type: none"> Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. <p>Reception</p> <ul style="list-style-type: none"> Explore and engage in music making and dance, performing solo or in groups 	<p style="background-color: #0000ff; color: white; padding: 2px;">UW (History)</p> <ul style="list-style-type: none"> Compare and contrast characters from stories, including figures from the past. Recognise some environments that are different to the one in which they live <p style="background-color: #0000ff; color: white; padding: 2px;">UW (Science)</p> <ul style="list-style-type: none"> Understand the effect of changing seasons on the natural world around them (Winter) <p style="background-color: #0000ff; color: white; padding: 2px;">Secondary Focus</p> <p style="background-color: #ffff00; padding: 2px;">PD</p> <p>Nursery</p> <ul style="list-style-type: none"> Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. 	<p style="background-color: #0000ff; color: white; padding: 2px;">Secondary Focus</p> <p style="background-color: #800080; color: white; padding: 2px;">EAD</p> <p style="background-color: #0000ff; color: white; padding: 2px;">Nursery</p> <ul style="list-style-type: none"> Explore colour and colour-mixing Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a flower with a circle and including details <p style="background-color: #ffff00; padding: 2px;">PD</p> <p>Reception</p> <ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> rolling crawling walking jumping running hopping skipping climbing Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. 	<p style="background-color: #0000ff; color: white; padding: 2px;">UW (science)</p> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals Understand the effect of changing seasons on the natural world around them. (Spring) <p style="background-color: #0000ff; color: white; padding: 2px;">Secondary Focus:</p> <p style="background-color: #800080; color: white; padding: 2px;">EAD</p> <p>Nursery</p> <ul style="list-style-type: none"> Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Use drawing to represent ideas like movement or loud noises Draw with increasing complexity and detail, such as representing a face with a circle and including details. <p>Reception</p> <ul style="list-style-type: none"> Return to and build on their previous learning, refining ideas and developing their ability to represent them
Key Knowledge	<p>Nursery</p> <ul style="list-style-type: none"> To be a good friend we look at others when they are talking and listen to what they say. Being a good friend means we have kind hands and feet When we are being a good friend, we are able to include others in our games (ask them to play, smile) To know that when someone is happy they will have a smile on their face and their eyes will be wide and head up and when someone 	<p>Nursery:</p> <ul style="list-style-type: none"> To know that we are all different and this is good To know that celebrate means a gathering of people who are thinking about a special time or event To be able to name some different celebrations such as birthday, Halloween, Bonfire night, Diwali, Eid and Christmas To be able to talk about how they celebrate their birthdays (family, friends, cake, 	<p>Nursery:</p> <ul style="list-style-type: none"> To know London is a capital city To know London has lots of important buildings (Houses of Parliament – The palace of Westminster, Elizabeth Tower & Big Ben, Buckingham Palace, The Shard, St Paul’s Cathedral, London Bridge, The Gherkin) To be able to describe the building’s shapes and size To know straight and curved lines can be used to draw shapes and images to represent an object e.g. a building 	<p>Nursery:</p> <ul style="list-style-type: none"> Plants are living things Seeds and bulbs grow into plants When planting they need to make a hole, place the seed or bulb in the hole before covering with soil. Plants need water, light, warmth and time to grow. Flowers have different parts - roots, a stem, leaves, buds, petals Some plants give us and other animals food so we need to respect and care for them 	<p>Nursery</p> <ul style="list-style-type: none"> To know we live on the world, and it is called Earth. To be able to recognise a globe To know there are lots of countries in the world To know you would usually travel on an aeroplane or boat to visit other countries To know some countries are hot and others are cold
	<p>Nursery:</p> <ul style="list-style-type: none"> To be able to name some farm animals such as cow, pig, sheep, goats, chickens To know that farm animals give us food such as eggs, milk, meat To know that animals have a lifecycle of birth, growth, reproduction and death To know that chicks (birds) come from an egg 				

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	Pathways to Poetry – A bundle of Rhymes – Learn rhymes, poems and songs Pathways to Write – Peace at Last	Pathways to write – The Three Little Pigs	Pathways to Poetry – Creepy Crawly and Busy Bugs Pathways to Write – The Naughty Bus	Pathways to Write - The Pirates are Coming!	Pathways to Poetry – The Farmyard Pathways to write – Gigantosaurus	Pathways to Write – Supertato
Music	<p>Charanga – Me! Learn the songs</p> <ul style="list-style-type: none"> Pat-a-cake 1, 2, 3, 4, 5, Once I Caught A Fish Alive This Old Man Five Little Ducks Name Song Things For Fingers <p>Nursery Key Knowledge:</p> <ul style="list-style-type: none"> Listening and responding to different styles of music Learning to sing or sing along with nursery rhymes and action songs Share and perform the learning that has taken place <p>Reception Key Knowledge</p> <ul style="list-style-type: none"> Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Share and perform the learning that has taken place 	<p>Charanga – My Stories Learn the songs</p> <ul style="list-style-type: none"> I’m A Little Teapot The Grand Old Duke Of York Ring O’ Roses Hickory Dickory Dock Not Too Difficult The ABC Song <p>Nursery Key Knowledge:</p> <ul style="list-style-type: none"> Listening and responding to different styles of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Share and perform the learning that has taken place <p>Reception Key Knowledge</p> <ul style="list-style-type: none"> Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Share and perform the learning that has taken place 	<p>Charanga – Everyone! Learn the songs</p> <ul style="list-style-type: none"> Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You’re Happy And You Know It Head, Shoulders, Knees and Toes <p>Nursery & Reception Key Knowledge:</p> <ul style="list-style-type: none"> Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Singing and learning to play instruments within a song Share and perform the learning that has taken place 	<p>Charanga – Our World Learn the songs:</p> <ul style="list-style-type: none"> Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hockey Cokey <p>Nursery & Reception Key Knowledge:</p> <ul style="list-style-type: none"> Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Singing and learning to play instruments within a song <p>Share and perform the learning that has taken place</p>	<p>Charanga – Big Bear Funk! Learn the songs</p> <ul style="list-style-type: none"> Things for Fingers Hickory Dickory If you’re Happy and you Know it The Wheels on the bus The Hockey Cokey Sing other favourite songs from the year <p>Nursery Key Knowledge:</p> <ul style="list-style-type: none"> Listening and appraising Funk music Embedding foundations of the interrelated dimensions of music using voices and instruments Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs Playing instruments within the song Share and perform the learning that has taken place <p>Reception Key Knowledge</p> <ul style="list-style-type: none"> Listening and appraising Funk music Embedding foundations of the interrelated dimensions of music using voices and instruments Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs Playing instruments within the song Improvisation using voices and instruments Riff-based composition Share and perform the learning that has taken place 	<p>Charanga – Number songs Learn the songs</p> <ul style="list-style-type: none"> The ants came Marching Five Fine Bumblebees Alice the camel Five Little Ducks 5 Speckled frogs Sing other favourite songs from the year <p>Nursery & Reception Key Knowledge:</p> <ul style="list-style-type: none"> Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Singing and learning to play instruments within a song Share and perform the learning that has taken place

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RE	<p>F5 Where do we belong? Key Knowledge: Nursery</p> <ul style="list-style-type: none"> • Know how to show respect for others • Know how we show love and be able to recognise how we know we are loved • Begin to be able to know how others are feeling? • To know what happens at a Christian infant baptism & dedication <p>Reception</p> <ul style="list-style-type: none"> • Know how to show respect to others • Know how we can make people feel welcome • Recall what happens in a Christian baptism and compare this with the welcoming ceremonies of other faiths 	<p>F4 -What times are special and why? Key Knowledge: Nursery</p> <ul style="list-style-type: none"> • What special times have you had? (What are the features of a good celebration? Who was there and what happened?) • What is a wedding • What happens at Christmas and why? <p>Reception</p> <ul style="list-style-type: none"> • Give examples of special occasions and suggest features of a good celebration. • Look at the difference and similarities between different celebrations • Say why Christmas is a special time for Christians. • What is a wedding? 	<p>F1 Which stories are special and why? Key Knowledge: Nursery</p> <ul style="list-style-type: none"> • Hear a selection of stories taken from major faith traditions and cultures including stories about leaders or founders e.g. prophet Muhammad and the night of power • Recognise some religious words, e.g. about God through the stories • Identify some of their own feelings in the stories they hear. • Explore stories about Jesus through role play, freeze frame and model making, puppets, art, dance, music <p>Reception</p> <ul style="list-style-type: none"> • Hear a selection of stories taken from major faith traditions and cultures including stories about leaders or founders e.g. prophet Muhammad and the night of power • Recognise some religious words, e.g. about God - Share a bible story e.g. Butterworth Inkpen series • Identify some of their own feelings in the stories they hear. • Explore stories through role play, freeze frame and model making, puppets, art, dance, music • Read and share book in own time or with friends 	<p>F3 - Which places are special and why? Key Knowledge: Nursery</p> <ul style="list-style-type: none"> • Talk about somewhere that is special to themselves and say why (share in a variety of ways using all of their senses) • Be aware that some people have special places that have a special meaning for them <p>Reception</p> <ul style="list-style-type: none"> • Talk about the things that are special and valued in a place of worship • Identify some significant features of sacred places – invite visitors to talk about and show pictures of places that are significantly important to them and say why they are special e.g an art gallery / park • Discuss why some places are special and what makes them significant • Discuss when people like to go to the special place and what they like to do there 	<p>F2 - Which people are special and why? Key Knowledge: Nursery</p> <ul style="list-style-type: none"> • Talk about people who are special to them. • Say what makes their family and friends special to them. <p>Reception</p> <ul style="list-style-type: none"> • Recall and talk about stories of Jesus as a friend to others. • Recall stories about special people in other religions and talk about what we can learn from them. • Meet a special person that helps them e.g. a crossing guide (hotseat the guest question the guest about like) and dislikes of their job. How do they cope with the difficult aspects 	<p>F6 - What is special about our world? Key Knowledge: Nursery</p> <ul style="list-style-type: none"> • Be able to recognise and talk about what you like in nature and what is your favourite thing. Why do you like it best of all? • Use art and creative activities to explore natural objects (shape, pattern) <p>Reception</p> <ul style="list-style-type: none"> • To know how we should look after the world • Be able to say how they think we should look after the world. • Use art and creative activities to explore natural objects (shape, pattern) • Listen to Muslim stories about caring for new life / animals (Seven New Kittens / The Tiny Ant – online)
PE	<p>Nursery: Fundamental movements Crawling Walking Running</p> <p>Reception: <i>(Complete PE)</i></p> <ul style="list-style-type: none"> • Dance - Ourselves • Locomotion – Walking – Walking 1 	<p>Nursery: Fundamental movements Jumping Hopping Diwali Dance</p> <p>Reception: <i>(Complete PE)</i></p> <ul style="list-style-type: none"> • Dance – Nursery Rhymes • Ball Skills – Hands – Hands 1 	<p>Nursery: Fundamental Movements Rolling Skipping</p> <p>Reception: <i>(Complete PE)</i></p> <ul style="list-style-type: none"> • Gymnastics – High, low, Over, Under • Ball Skills – Hands - Hands 2 	<p>Nursery: Fundamental movements Climbing Balancing</p> <p>Reception: <i>(Complete PE)</i></p> <ul style="list-style-type: none"> • Gymnastics - Moving • Dance - Dinosaurs 	<p>Nursery: Ball skills Rolling Throwing</p> <p>Reception: <i>(Complete PE)</i></p> <ul style="list-style-type: none"> • Locomotion – Jumping – Jumping 1 • Ball skills – Feet – Feet 1 	<p>Nursery: Ball Skills Catching Team Games</p> <p>Reception: <i>(Complete PE)</i></p> <ul style="list-style-type: none"> • Ball Skills – Rackets, bats, balls and balloons. • Attack vs Defence - Games for understanding
IT						
PSED	<p>Jigsaw – Being Me in My World 'Who am I and how do I fit?'</p> <ul style="list-style-type: none"> • I understand how it feels to belong and that we are similar and different 	<p>Jigsaw – Celebrating Difference Respect for similarity and difference. Anti-bullying and being unique.</p> <ul style="list-style-type: none"> • I know how it feels to be proud of 	<p>Jigsaw – Dreams and Goals Aspirations, how to achieve goals and understanding the emotions that go with this.</p>	<p>Jigsaw – Healthy Me Being and keeping safe and healthy.</p>	<p>Jigsaw – Relationships Building positive, healthy relationships.</p>	<p>Jigsaw – Changing Me Coping positively with change.</p> <ul style="list-style-type: none"> • I can name parts of the body

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Understanding The World (UTW)
Expressive Arts & Design (EA&D)

	<ul style="list-style-type: none"> I understand how feeling happy and sad can be expressed I can work together and consider other people's feelings I can use gentle hands and understand that it is good to be kind to people I am starting to understand children's rights and this means we should all be allowed to learn and play I am learning what being responsible means 	<p>something I am good at</p> <ul style="list-style-type: none"> I can tell you one way I am special and Unique. I know that all families are different I know there are lots of different houses and homes I can tell you how I could make new Friends. I can use my words to stand up for myself 	<ul style="list-style-type: none"> I understand what a challenge means I can keep trying until I can do something I can set a goal and work towards it I know some kind words to encourage people with I can start to think about the jobs I might like to do when I'm older I can feel proud when I achieve a goal 	<ul style="list-style-type: none"> I know the names for some parts of my body and am starting to understand that I need to be active to be healthy I can tell you some of the things I need to do to be healthy I know what the word 'healthy' means and that some foods are healthier than others I know how to help myself go to sleep and that sleep is good for me I can wash my hands and know it is important to do this before I eat and after I go to the toilet I know what to do if I get lost and how to say NO to strangers 	<ul style="list-style-type: none"> I can identify some of the jobs I do in my family and how I feel like I belong I know how to make friends to stop myself from feeling lonely I can think of ways to solve problems and stay friends I am starting to understand the impact of unkind words I can use Calm Me time to manage my feelings I know how to be a good friend 	<ul style="list-style-type: none"> I can tell you some things I can do and foods I can eat to be healthy I understand that we all grow from babies to adults I can express how I feel about moving to Reception / Year 1 I can talk about my worries and/or the things I am looking forward to about being in Year 1 I can share my memories of the best bits of this year in Nursery / Reception
Outcomes						